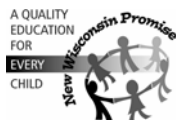


21st Century
Community Learning Center
Grant Program
Application and Guidelines
For 2006-2007

Division for Learning Support: Equity and Advocacy



Wisconsin Department of Public Instruction
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Madison, Wisconsin

This publication is available from:

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Background and Introduction

The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act (ESEA) to expand state and local accountability and flexibility and to stress the adoption of research-based practice. It also substantially changed the 21st Century Communities Learning Center (CLC) program.

In 2002, the Wisconsin Department of Public Instruction (DPI) integrated the CLC program into the state's initial consolidated ESEA plan. In addition to now being administered by state education agencies, the most significant change may be the targeted priority for students served in the program.

- CLC funds will primarily serve students from schools that provide Title I services and have at least 40 percent or more of their students qualifying for free and reduced lunch.
- Priority for grant awards will go to eligible applicants proposing to primarily serve students from schools identified as in need of improvement or that fail to meet adequate yearly progress (AYP) goals in a variety of areas.

What is the purpose of the 21st Century Community Learning Centers?

The purpose of the program is to create community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers—which can be located in elementary or secondary schools or other similarly accessible facilities—provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to: (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

What is a community learning center?

A community learning center offers academic, artistic and cultural enrichment opportunities to students and their families when school is not in session. According to section 4201(b)(1) of the statute, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities—such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs—during periods when school is not in session (such as before and after school or during

summer recess). Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

For what activities may a grantee use CLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (including weekends and during summer recess periods) that advance student achievement. Programs must provide remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement. In addition programs should provide services in at least three of the following program areas.

- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities, including those involving physical activity;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

Applicants should propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children. Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

Applicants are strongly encouraged to link with other school and community-based programs to provide a range of quality services for students and their families. These activities should be available for an average of 12 hours per week during nonschool hours.

Can CLC program funds support services to adults?

Yes. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement. However, programs designed exclusively for adults who are not related to participating children are not permissible under the new statute.

Who is eligible to receive grants?

Funds will be provided only to CLCs that primarily serve students from schools that qualify as high poverty, that is, schools with a student population with at least 40 percent eligible to receive free or reduced lunch. In addition to free or reduced lunch counts, other objective sources of data about income levels of families of students enrolled in the schools may be used to demonstrate 40 percent eligibility. The applicant may be: a public school district with one or more eligible schools; a private or independent charter eligible school; a community-based organization working with one or more eligible schools; or a consortium of the above. A Cooperative Educational Service Agency may apply as a fiscal agent on behalf of eligible school districts. However, only applicants proposing to serve students and their families primarily from high-poverty schools will be eligible to receive grant awards. Schools and community-based organizations are strongly encouraged to collaborate in the planning and implementation of CLCs.

Many school districts do not have any qualifying buildings with at least 40 percent of students eligible to receive free or reduced cost lunch. In those situations, the district is not eligible to apply. To determine if a school building has a qualifying level of concentrated economic disadvantage, visit the WINSS website at <http://dpi.wi.gov/sig/index.html> or other local data sources.

What are the priorities used in awarding grants?

- **Schools identified as failing to make AYP (Adequate Yearly Progress).** Priority points will be added for three of four areas in which a school fails to make AYP.
- **Schools identified for improvement.** A priority is primarily serving students from schools that have been designated as schools identified for improvement based on results of the Wisconsin Student Assessment System. Greater weight will be given to proposals to serve schools identified as in need of improvement for 2005-06 based on November 2005 test results. The level that the (1st, 2nd, 3rd, 4th) school is in improvement status will determine the number of actual priority points assigned to the proposal.
- **High poverty.** The level of poverty above the 40 percent requirement is an additional priority. While at least 40 percent poverty, as measured by the proportion of students eligible for free and reduced lunch, is a requirement for eligibility, additional priority is given to proposals to schools with poverty levels higher than 40 percent.
- **Quality proposal and plan.** The quality of the proposal and plan comprise additional priorities. Details and benchmarks regarding this are provided throughout this guidance document.
- **Geographical distribution.** In accordance with ESEA regulations, DPI will select applicants to distribute funds across the state in both rural and urban communities.
- **School-community collaboration.** The presence of collaboration between schools and at least one community-based organization or other public or private entity is a priority. Whenever possible schools, community-based organizations, and others are encouraged to collaborate to implement CLCs targeting student and their families from eligible schools.

What is the maximum size of the grants that will be awarded?

Grants awarded under this competition will range from \$50,000 to up to \$100,000 per CLC site. Minimum grant awards will be \$50,000 which may support multiple CLC sites. Maximum awards will be \$100,000 per CLC.

An applicant will only be eligible to apply for qualified schools. For example if a school district has three buildings that qualify and proposes a CLC for each of these schools, the district may be eligible for up to

\$100,000 for each of the three CLC sites. The minimum grant is \$50,000. This may be awarded with the intent that it serves/supports multiple sites.

Grant awards will be based on a number of criteria including the number of students proposed to be served by the grant. The most cost effective proposals may result in maximum awards being made. That is to say, the greater the number of students that can effectively be provided with high quality services the greater the weight the proposal will be given.

What is the length of grant period?

The DPI intends to make grant awards for five years to successful applicants who demonstrate satisfactory progress. Annual grant awards will be made dependent upon availability of funds.

What are the application and award procedures?

Applications, using the form enclosed, must be received by the DPI no later than May 5, 2006. A postmark of 05/05/06 will be accepted as proof of on-time submission. Following review and recommendations by a peer review panel using the criteria and priorities described in this document, the State Superintendent will select award recipients. The DPI will notify applicants in June, 2006. It may be mid to late June based on the availability of test data being used to establish school performance and resulting priority status.

What are the match and in-kind requirements?

There are no requirements for match or in-kind contributions. However applicants are encouraged to seek in-kind and matching funds. In subsequent years matching funds or in-kind contributions may be required.

How does CLC fit within the broader context of a school's improvement plan?

A CLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas. Evidence of a building principal's intent to be involved in the after-school program typically strengthens the program and the proposal.

Must a school or district collaborate with other organizations?

Proposals jointly submitted by (1) schools and (2) community-based organizations or other private or public entities will be given priority for funding. These community-based organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, faith based organizations, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, the Department recommends joint applications between schools and community-based organizations experienced in providing before- and after-school services. However the Department will provide the same priority to applications from school districts if the school district demonstrates that it is unable to partner with a community-based in reasonable geographic proximity and of sufficient quality to meet the requirement of the CLC program.

By bringing together community organizations with school districts, children and families can take advantage of multiple resources in the community. Community learning centers can offer residents in the

community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

Experience & Practice

The *Common Elements of Effective After-School Programs* indicates that effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, community learning centers that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers helping with the program, and promote the program with free copying services.

What are the basic required parts of the application?

Applicants must describe the following in their application for each proposed CLC site.

- A statement of need. The need for the CLC including student poverty information (which will be compared with DPI records) deficits in academic achievement and other relevant needs.
- A program plan including:
 - a. Objectives. Based on the local identified needs and consistent with the purposes described above, identify objectives for each proposed CLC site. Objectives provide the framework by which the purposes are met. Clearly written objectives provide the basis for evaluation activities. Objectives are measurable, time, limited, logically related to the purpose, and describe outcomes for students, families, staff, etc.
 - b. Services and activities. Describe the types of services and hours of operation. Include, if appropriate, before-school, after-school, weekend, and summer recess period. An average of 12 hours of service availability per week is required during the school year.
 - c. Target population. Provide the expected nonduplicated average number of students and family members to be served weekly in school year and, if appropriate, summer recess period.
 - d. Effectiveness. Describe how the proposed services are expected to improve student academic achievement and other desired outcomes and are, as appropriate, are based on scientific evidence of effectiveness.
 - e. Transportation. Describe how students will travel safely between center and schools (if appropriate) and between center and home.
 - f. Barriers and outreach. Describe how the center will overcome barriers to equitable participation by all targeted students. Describe appropriate methods for outreach, safety, and serving students with special needs. Include in your description of outreach activities, your plan to provide “equitable” participation to students attending private schools.
 - g. Senior Volunteers (optional). If the center proposes to use senior citizen volunteers, describe how they will be recruited and appropriately utilized.
- A description of collaboration among schools, parents, community-based organizations, and other public and private entities in the development, design, implementation and evaluation processes..
- A statement of experience or promise of success in delivering educational services.
- A preliminary plan for sustainability beyond the grant period. This sustainability plan narrative will become an important part of the renewal application for 2006-07.
- A description of evaluation methods and uses including how evaluation will be used to improve the program.

- Assurances of meeting legal requirements.
- A detailed budget.

How do we determine if we meet the 12-hour per week service availability criterion for our plan of service?

The required documentation in your plan of service, and expectation that services be available to students and their families 12 hours per week, is calculated by using a typical school week. Summer school programs may vary from this standard and are not to be used in “averaging” the hours of service availability. The number of hours that program services are available in each site that is funded through the grant must equal or exceed 12. This may include services made available to CLC program participants before the regular school day starts, after the regular school day ends, during weekends and during lunch periods. It is not encouraged that services be offered during students’ lunch periods, but is allowed. Adding hours together from separately funded centers under one grant to equal 12 is not acceptable. Separate centers, may however, co-host some services at a single site to economize costs as long as those services provided are made available to the regular attendees of the separate centers. Transportation must not be a barrier to participation. In this case, both centers would be allowed to use the hours of co-hosted service in their individual 12-hour service availability calculation.

Must the CLC provide transportation for students?

All applicants must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the CLC program are able to attend and participate. Transportation and access to the building site cannot be a barrier for students participating in the CLC after school program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports programs late buses), car pools, tokens for city buses, and taxis and parent pick-up agreements.

What is the relationship between the CLC and other federal programs?

The CLC serves as a supplementary program that can enhance efforts to improve student academic achievement and help students perform well on local and state assessments. In particular, CLC funds will create and expand after-school programs that offer extended learning opportunities for children and their families. Once these programs have been established with CLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how CLC programs can operate in conjunction with other federal programs to meet mutual goals and provide additional resources to target populations are provided below.

Experience & Practice

Title I funds, in concert with the CLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. CLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local CLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local CLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for “After-school Snacks,” and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from

Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with CLC programs to serve children outside of the regular school day.

In no case, however, may CLC funds be used to supplant other federal activities.

Applicants should propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children. Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources which can be effectively incorporated into the CLC to help enhance student achievement and youth development. Examples include, but are not limited to, the following: student peer tutors, mentors and educators; retired teachers and other senior citizens qualified to provide educational services; licensed teachers, pupil services and library services personnel; service learning and other experiential forms of education; family action teams; and increased use of library facilities.

May CLC program funds support communities that are already implementing before- and after-school activities?

Yes. CLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after-school program. Again, grantees must bear in mind that CLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

Are private school students eligible to participate in CLC grants to public schools?

Yes. Students, teachers, and other educational personnel are eligible to participate in CLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-schools in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st Century CLC Program on issues such as how the children's needs will be identified and what services will be offered. Of course, services and benefits provided for private school student must be secular, neutral, and nonideological.

Must community learning centers provide services free of charge?

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application.

What evidence is required from the states and local programs to determine whether CLC programs are research-based and effective?

Local programs must indicate how they meet the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, scientifically based research that provides evidence that the program will help students meet the state and local academic achievement standards.

What is scientifically based research?

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation and experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

When is scientifically based research appropriate for the CLC program?

When providing services in core academic areas where scientifically based research has been conducted and is available—such as reading and mathematics—it is appropriate for a community learning center to employ strategies based on such research. The USDE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. The DPI also encourages local programs to provide professional development in practices and strategies that have been proven effective.

What professional development is available?

Training is an essential component for high quality after school programs. DPI works with national and state organizations to provide training and support for Community Learning Centers. Grantees should plan to participate in at least three comprehensive training sessions each year and set aside \$3,000 per CLC site for this purpose. DPI may request that staff participate in additional activities.

What are the evaluation requirements for local grantees?

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of the evaluation must be: 1)

used to refine, improve, and strengthen the program and to refine the performance measures; and 2) made available to the public upon request.

The U.S. Department of Education contracted with Learning Point Associates (LPA) to collect CLC program and performance information. Wisconsin grantees enter grant profile and annual performance report data directly into LPA's web-based system. The data system is identified as the 21st CCLC Profiles and Performance Information Collection System (PPICS). Annually grantees report meeting grant objectives, activities offered, program partners, and attendance by regular attendees, and adult family members. The LPA annual report collects student achievement and behavior performance data for students who participated in the CLC during the school year. The performance categories require reporting changes in participant's grades, changes in proficiency by comparing cross-year state test results, and day classroom behavior based on a 10-question survey completed by the regular attendees' day school teachers. These performance results are reported by gradations based on days of student participation in three categories: 30-59, 60-89 and 90+ days. Finally, grantees are afforded an opportunity to report on success stories for the past year. For technical information regarding the LPA's PPICS system: **21st CCLC Technical Assistance E-mail:** 21stcclc@contact.learningpt.org or call toll-free: (866) 356-2711.

Additionally, a self-assessment instrument is available on the DPI CLC website at: <http://dpi.wi.gov/sspw/clcsa04.html>.

Experience & Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, local grantees should identify that data sources are available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success.

The *Continuous Improvement Process for Afterschool* (CIPAS), developed originally by the National Community Education Association (NCEA), is another approach to program evaluation. The CIPAS began with a set of seven comprehensive program review rubrics covering program administration, financing, family and community relations, and more. In April, 2005, the Wisconsin Department of Public Instruction, along with over 80 directors of 21st Century Community Learning Centers (CLCs) across the state, developed eight additional rubrics to address specific program components, such as math and literacy programming. In the first stage of CIPAS, rubrics are used to assist local afterschool program directors in conducting self-assessments. In the second stage, a team of three to six people conducts a peer review site visit. Over two days, the team conducts interviews, observes programs, reviews reports, and seeks evidence to assess the afterschool program. The team then makes its own assessment and provides a summary of program strengths, along with suggestions for improvement, in a formal report. The Wisconsin Department of Public Instruction and the Wisconsin Afterschool Network (WAN) work together to coordinate CIPAS for interested afterschool program directors. Please visit <http://www.dpi.wi.gov/sspw/clccipas.html> for more information.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management Guide for 21st Century Community Learning Centers*, to address the need for on-going self-assessment and self-evaluation of 21st CCLC Programs. To download the Continuous Improvement Management Guide, go to <http://www.ed.gov/offices/OUS/PES/21cent/improve/tsld001.html>.

Are there provisions for “carryover” of unspent funds from one grant year to the next over the 5-year cycle of funding?

The department has received permission to allow grantees to carryover 100 percent of unused funds from year to year. Grantees are encouraged to use the great majority of their funds in the year in which they are awarded and to contact department grant managers and fiscal staff if there are significant problems which might prohibit substantial expenditure of available funds. Carryover will be budgeted by grantees using the Budget Change Request form (PI-9550-IV-B-Ren Budget) once final audits and expenditure reimbursements have been completed for each fiscal year.

Resources for Community Learning Centers (CLC)

For assistance with the Wisconsin Department of Public Instruction Community Learning Center Grant Program Application, please contact:

Steve Fernan at (608) 266-3889 or steven.fernan@dpi.state.wi.us

Gary Sumnicht at (608) 267-5078 or gary.sumnicht@dpi.state.wi.us

The Wisconsin Department of Public Instruction

<http://dpi.wi.gov/sig/practices/index.html>.

The DPI WINSS website provides access to many resources on best practices.

The After-School Alliance

<http://www.afterschoolalliance.org/> This private organization provides information and resources for after-school programs.

Learning Point Associates

<http://www.learningpt.org/page.php?pageID=1> Learning Point Associates provides information for after-school programs and other educational issues.

Council of Chief State School Officers

<http://www.ccsso.org> The Council of Chief State School Officers' Extended Learning Project provides information on policies, practices, and strategies.

Partnership for Family Involvement in Education

www.ed.gov/pubs/whoweare/index.html Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs, and other resources.

University of California, Irvine

<http://www.google.com/u/isearch?num=10&site=search&safe=off&q=after-school>

Northwest Regional Educational Laboratory

www.nwrel.org/learns

LEARNs, a program of one of the U.S. Department of Education-funded regional education laboratories, features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

Mid-continent Research for Education and Learning

www.mcrel.org/programs

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Harvard Family Research Project

<http://www.gse.harvard.edu/hfrp>

The Harvard Family Research Project provides resources to improve evaluation for practitioners, policymakers, funders, researchers, and evaluators in the after school field.

United States Department of Education (USDE)

<http://www.ed.gov/21stcclc/>

The USDE provides resources and links to other information for after-school programs.

Community Learning Center Review Criteria and Scale

Requirement: Targets appropriate population, primarily students from schools with 40 percent or greater poverty, and their families.

Item	Maximum Score	Criteria and Characteristics
Schools In Need of Improvement	12	<p>The CLC will primarily serve students from schools identified as in need of improvement under ESEA sec.1116. Schools in continuing years of improvement status will be given greater weight.</p> <ul style="list-style-type: none"> • Level 1 (3 pts. Total) • Level 2 (6 pts. Total) • Level 3 (9 pts. Total) • Level 4 (12 pts. Total)
Schools Failing to Make AYP (Adequate Yearly Progress)	9	<p>The CLC will primarily serve students from schools identified as failing to make AYP in one or more of three areas measured.</p> <ul style="list-style-type: none"> • Math (3 pts.) • Reading (3 pts.) • Graduation Rate/Attendances (3 pts.) <p>(These points are cumulative for a possible 9 pt. total)</p>
Poverty	15	<p>The CLC will primarily serve students from schools with poverty levels at/or above the eligibility criteria of 40 percent using the “E-Rate,” Free and Reduced Lunch counts or other comparable data.</p> <ul style="list-style-type: none"> • Equal to or greater than 50 percent (6 points) • Equal to or greater than 60 percent (9 points) • Equal to or greater than 70 percent (12 points) • Equal to or greater than 80 percent (15 points)
Objectives and Effective Services	30	<p>Objectives, services and activities for improving student achievement, and other student and family outcomes if relevant, are appropriate and based on an assessment of objective data about the need for before and after school programs, including summer recess (20 points).</p> <p>If appropriate, services are based on scientifically based research that provides evidence that the program to be used will increase student achievement, and other student and family outcomes if appropriate, consistent with the purpose and allowable activities (5 points).</p> <p>Services target a high percentage of the eligible students and are available at least 12 hours per week (5 points).</p>
Equitable and Safe Participation	5	<p>The plan describes methods to effectively overcome barriers to equitable participation by all targeted students. Appropriate methods for outreach, safety, serving students with disabilities and students with limited English proficiency are described. Transportation is adequate.</p>
Parent, School, and Community Involvement	15	<p>The plan includes meaningful and ongoing consultation with and input from parents in the development and administration of the program (5 points).</p> <p>The plan describes the partnership between the school, one or more community based organizations, and other public or private entities in the implementation of the program; or a sound explanation regarding why this is not possible (10 points).</p>
Coordination	5	<p>The plan describes methods to effectively coordinate with the</p>

		academic and youth development programs of the school and broader community.
Experience	5	The applicant demonstrates extensive experience, or promise of success, in assisting all students to enhance academic achievement and positive youth development.
Evaluation	5	The evaluation plan describes appropriate performance measures and methods to assess program impact on student academic achievement and other student and family outcomes if appropriate. The plan describes how it will share results of the evaluation with the broader community and use them to refine, improve, and strengthen the program or activities and to refine performance measures.